

English	Science	HASS	
<p>Exploring Informative texts</p> <p>Reading Students participate in shared reading and viewing of authentic texts including non-fiction texts. These texts may include topics being studied in other learning areas, oral narrative traditions and literature of First Nations Australians and new content on familiar topics with supporting illustrations and diagrams.</p> <p>Students explore how texts such as reports and factual descriptions are organised according to their purpose.</p> <p>Writing Students will create a short factual description.</p>	<p>Living Adventure</p> <p>Students make links between external features of living things and the environments in which they live. They consider how the needs of living things are met in a variety of habitats. They compare differences between healthy and unhealthy habitats and suggest how changes to habitats can affect how the needs of living things are met. Students understand that science helps people care for environments and living things and they use science knowledge to recommend changes to improve habitats and care for the environment. They share observations using scientific and everyday language.</p> <p>Assessment Task – Describing a habitat <i>Short answer questions</i> Students describe changes in their local environment and how different places meet the needs of living things. Students respond to questions, make predictions and share their observations with others.</p>	<p>My changing life</p> <ul style="list-style-type: none"> How has my family and daily life changed over time? <p>In this unit, students:</p> <ul style="list-style-type: none"> explore family structures and the roles of family members over time recognise events that happened in the past may be memorable or have personal significance identify and describe important dates and changes in their own lives compare aspects of their daily lives to aspects of daily life for people in their family in the past to identify similarities and differences respond to questions about the recent past sequence and describe events of personal significance using terms to describe the passing of time examine sources, such as images, objects and family stories, that have personal significance 	
Mathematics			
<p>Number and Algebra</p> <p>Students:</p> <ul style="list-style-type: none"> demonstrate how one- and two-digit numbers can be partitioned in different ways and that two-digit numbers can be partitioned into tens and ones solve problems involving addition and subtraction of numbers to 20 and use mathematical modelling to solve practical problems involving addition, subtraction, equal sharing and grouping, using calculation strategies 	<p>Measurement and Space</p> <p>Students make, compare and classify shapes and objects using obvious features</p>	<p>Statistics and Probability</p> <p>Not assessed this term</p>	
Physical Education – Specialist	Health	Languages – Japanese	
<p>Mr Massey</p> <p>Students demonstrate fundamental movement skills performing running, jumping and throwing in an athletics context. They perform movement sequences that are the foundation for running events, shot put, high jump and long jump.</p>	<p>Classroom Teacher</p> <p>Students demonstrate skills and describe strategies required to develop respectful relationships.</p>	<p>Mrs McDonald</p> <p>Tell me a story Students use language to engage with simple traditional stories from Japan and Australia. Students will discuss favourite stories and characters and compare common language elements. Students will:</p> <ul style="list-style-type: none"> listen to and view traditional stories in written forms such as 読みしばい express preferences for scenes, storylines and or styles translate and interpret genre specific texts analyse and understand the systems of language relating to script recognition and structure of texts participate in intercultural experiences to notice and compare the language and culture relating to traditional stories. 	
Digital Technologies	The Arts		
<p>Mr Christy</p> <p>Digital Technologies Students will identify the purposes of common digital systems, including recognising the parts of an iPad and desktop computer and practising safe and responsible use. They will create simple digital content using photos, drawings and audio, and develop an understanding of personal information and when it is appropriate to share. Students will collect, sort and represent simple data using pictures and symbols through unplugged and digital activities. They will follow and create step-by-step instructions using Scratch Junior to build simple animations, stories or games.</p>	<p>Specialist Music – Mrs Hodgson</p> <p>Students develop and practise listening skills and techniques for singing and exploring instruments from the percussion family. They participate in music games and activities relating to the elements of music.</p>	<p>Specialist Visual Arts – Ms Susi</p> <p>Carnival of Colour Students will explore and respond to artworks by Henri Matisse and Joan Miro learning how artists use line, colour and shape to communicate ideas. Through a range of art activities students will experiment with colour, expressive lines and bold shapes. They will create artworks inspired by these artists for the school fete and a school art exhibition in late Term 2.</p>	<p>Specialist Dance - Steve Hyde</p> <p>In Creative Dance students will use elements of dance to create and perform dance sequences that demonstrate fundamental movement skills to represent ideas in response to stimulus. Students will observe safe practices.</p>